DOCUMENT RESUME

ED 105 316 CG 009 685

AUTHOR Aitchison, Robert A.; And Others
TITLE Training Paraprofessional Counselors to Treat Behavioral and Academic Deficits in Elementary Classrooms. Training Paraprofessionals Using Video-Taped Behavioral Assessment.
PUB DATE Apr 74
NOTE 59p.; Paper presented at the Annual Conference of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974); Figures may reproduce poorly

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS Academic Failure; Behavior Problems; *Counselor Training; *Elementary Education; *Nonprofessional Personnel; Research Projects; Speeches; *Training Objectives; Video Tape Recordings

ABSTRACT

Current and projected manpower shortages within the field of mental health suggest a greater role for paraprofessionals. But, without careful evaluation and precise training added manpower will not solve any of the problems facing psychology in overcoming the limits to the delivery of services. These two papers review several attempts to evaluate the effects of an existing paraprofessional training package on several specific behaviors of the volunteers. The initial training procedure was used with 12 college students who volunteered to work with elementary school students having behavior or academic problems. A pre-test, post-test research design was used, with counselor training taking place in five weekly one-hour meetings during which reading assignments were discussed, and triadic role playing (counselor, teacher and observer) employed with the observer giving feedback to the others following five minutes of role playing. Data from the study showed that college students could be trained to emit specific counseling behaviors. Several other case studies of training paraprofessionals are also presented. Training materials are appended. (PC)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED105316

Training Paraprofessional Counselors to Treat Behavioral and Academic Deficits in Elementary Classrooms

Robert A. Aitchison, Janet M. Merrill, and Robert Drury
Oxnard Mental Health, Oxnard, Calif.

Most elementary school teachers have identified students who are not progressing, academically or behaviorally, and for whom there are no remedial procedures within the regular classroom. When classroom resources are not sufficient, some problems can be referred to special personnel within the school system or the student may be ignored. If a student's deficits are major and if they occur in such areas as reading, speech, or hearing, then the child will be referred to existing personnel in the school system. Some students, however, are not served by resource persons in the schools. Robert, for example, is behind in all subjects, sullen, withdrawn, and totally unmotivated to complete academic materials. Juan refuses to come to school at all; Anna comes to school and does well in most subjects, but she is quite adament that she cannot learn her spelling words. These kids just don't fit the system; teachers feel they do not have the time or skills to work with these children, and the various special resource teachers and psychologists usually have more specialized and more severe problems to deal with. In all of these cases there is no one who has the time to help or the skills to develop a personal relationship with the student, to motivate and guide him toward more appropriate behavior.

"Project Friendship" was developed in response to a need in the community for more individual attention for elementary school children with behavior and/or academic problems. Parents, teachers, and school administrators were making increasing numbers of referrals to the mental health clinic concerning such children. Neither the schools nor mental health could provide the volume of service required to significantly alter these behavior problems in the school milieu.

CG 009 685

BEST COPY AVAILABLE

In short, there was a need for paraprofessional "counselors" who could develop a consistent, beneficial individual relationship with these children and help them discover alternatives to their present unsatisfactory behavior. College students were trained for this paraprofessional role. Thus, there were really two groups of "clients" in Project Friendship - first, the college students who volunteered to be trained to work with elementary school children, and, second, the elementary school children.

This chapter will first outline procedures and results with the first group: the volunteer college students. The training and evaluating of four separate volunteer groups will be discussed. Following this presentation of group training procedures, the effects of these trained volunteers will be outlined. Case studies will be presented showing programs and evaluations carried out by the volunteers on the second client group - elementary school children with behavior or academic problems.

I. Training and Evaluating Volunteers

Group I

Subjects: Fifteen college students from three local colleges volunteered to work with elementary school children in conjunction with an Oxnard (Calif.) Mental Health Center's program entitled Project Friendship. College students were initially contacted through a psychology or sociology class. Generally, these were sophomores in their first psychology class, with no prior experience in clinical settings. The volunteers averaged 14.6 years of education and were composed of 8 women and 7 men. Five students received some type of academic credit (usually a class project or a field placement) for participation in the program.

Following an initial interview which included pre-testing all volunteers were accepted for training. Three volunteers dropped out of the

program.

Pre-training evaluation: The pre-testing data collection took place during the volunteer's interview for the program. Each student was told that he would be working with local elementary school children(4th-6th grade) having behavioral or academic problems. The rationale for the program was presented and the types of problems the volunteer would have to work on were discussed. The volunteer was then handed a written instruction to role-play an interview in which they would meet with a teacher to talk with her about a problem concerning a student in her class.

The teacher's role (i.e., her presenting problem, cues, and responses) was standardized and previously rehearsed as follows:

1. Wait for student to speak first.

2. State, "I don't know what you can do to help (or what your project is about), but I'm quite concerned about _____."

3. If asked about concern, first give a general description of behavior (he or she is shy). Then be led to specify; do not offer information if not asked.

4. Do not tell how often behavior occurs unless requested and then say that frequency is about 6 times every day.

5. State that you are not sure how to deal with the situation.

6. Respond relevantly to student's information-seeking behavior but give no other additional information than that called for.

7. Give the following information every time if it is requested: Has 2 older siblings; just moved to the area; you are not sure of family life, adjustment, etc.; she is an intelligent girl (he/boy); teased by 2 opposite-

sex classmates especially; shyness is better in small groups where reading improves; you react to shyness with criticism, teasing, encouragement to be out-going; the child likes to do errands (erase board, take notes to office, go to library).

Following the simulated interview, each volunteer also viewed a 30 minute video-tape which showed 22 scenes illustrating various behavioral principles applied to the elementary school setting. After each scene, 45 seconds of blank tape was presented so the trainees had 45 seconds to answer a multiple-choice question regarding each scene. For example, the dialog and questions for a scene designed to test a volunteer's discrimination of consequent events follows:

Video dialog:

Male teacher: "I don't know what's wrong with my kids; they're just not working any more."

Female teacher: "What seems to be going on?"

Male teacher: "Well, it is worst in spelling. The kids aren't finishing the assignments I'm giving them in their spelling workbooks."

Female teacher: "What happens when the pupils turn in their spelling workbooks?"

Male teacher: "I give them 3 sheets of math problems..."

Female teacher: "Oh..."

Multiple choice test:

** In this scene:

A) The teacher is refusing to accept the fact that he is ineffective.

B) The teacher is probably punishing the children for completing a spelling assignment.

C) The teacher should quit trying to force the kids to do spelling.

D) Both A and C are correct

Upon completion of this multiple choice evaluation of concepts in behavior modification, the volunteer was thanked for his cooperation and invited to the first training meeting.

Training: The training sessions were one hour long and were led by an M.A. level counselor who had practical experience using behavioral counseling techniques (Krumboltz and Thoreson, 1969). A total of five training sessions were conducted. During these sessions, two areas were emphasized: (1) discussion of assigned readings and (2) triadic role playing. Readings were assigned exclusively from a semi-programmed text in behavioral counseling (Hosford and deVisser, 1974). These reading assignments were to be done outside of the formal hour training sessions. The discussions included a summary of the major points covered in the readings.

The triadic role playing procedure was used to give each volunteer a variety of experiences relevant to the role of behavioral counselor. Volunteers practiced in groups of three, rotating through a counselor role, a client role, and an observer or feedback role. The client role was that of either a teacher, a parent, or a child. After five minutes of this structured role playing, the observer would provide feedback to the two active role players; the trainer gave feedback to each volunteer at least once during each training session. Feedback from both the trainer and other volunteers accentuated positive performance and also indicated areas of potential improvement. This role playing allowed the volunteers to both

practice and discriminate the behavioral counseling strategies that were described in the text, and also gave them feedback regarding more general interpersonal variables.

The role-playing and feedback during the training sessions was not included in the pre-post data presented here. Following training, each volunteer role-played individually with a "teacher" whom he had not met before. That role play was video-recorded and evaluated as part of the pre-evaluation of the effects of the training package.

Post-evaluation: The post-test role-play component employed a different person in the role of the "teacher". The second role-play again presented a standardized behavior problem different from the one presented by the pre-test "teacher", yet the problem required a very similar behavioral analysis - accelerating a behavior using positive reinforcement. The second "teacher's" role and responses are summarized below:

1. Wait for the volunteer to speak first.

2. State, "I don't know what you can do to help or what your project is about, but I'm quite concerned about _____."

3. The child you are concerned about is exhibiting a reduced frequency of completing or turning in assignments. Report: "He seems to have no interest in school"; supply additional information only as direct answers to direct questions.

4. Give the following details as called for: The biggest problem is with math; you use standardized work sheets in class; the child makes average or better grades on assignments turned in; the child likes to talk and is a little rowdy, but assignments are the biggest concern; you ask for assignments and if uncompleted you warn him to finish quickly or he will be marked down; child likes to do errands, erase the board, make

maps, etc.

Video-tapes of both pre and post role-plays were mixed and shown to an observer who scored the tapes for the occurrence of 26 counseling behaviors.

The scoring checklist includes 12 basic behavior categories. For example, one category is "behavior specification"; the behaviors scored under this category are:

1) a request to describe a behavior, problem, or concern of the teacher.

2) a request to put the problem or concern into behavioral terms. (i.e., what does she do?, what would I see if she was....?)

3) a clarifying statement (i.e., summarize behaviors given by the teacher; put the teacher's comment in your own words.)

4) choose one behavior (i.e., which behavior concerns you most? which do you think is most important? which would you like to work on first?)

The post-training evaluation also included, in addition to the role-play described above, a second presentation of the multiple choice test. Volunteers viewed a second version of the videotape presentation of 22 scenes (with multiple-choice questions), illustrating various behavioral principles applied to the elementary school setting. Two forms (called Form A and Form B) were available. Some volunteers saw Form A in the pre-test and Form B in the post-test; others saw the tapes in the opposite order.

Results: Two types of data are reported here; reliability data and pre-post data evaluating the effects of the training procedure. Two pre-post measures are reported:(1) the number of critical counseling behaviors emitted during the role-played teacher interview and (2) the number of

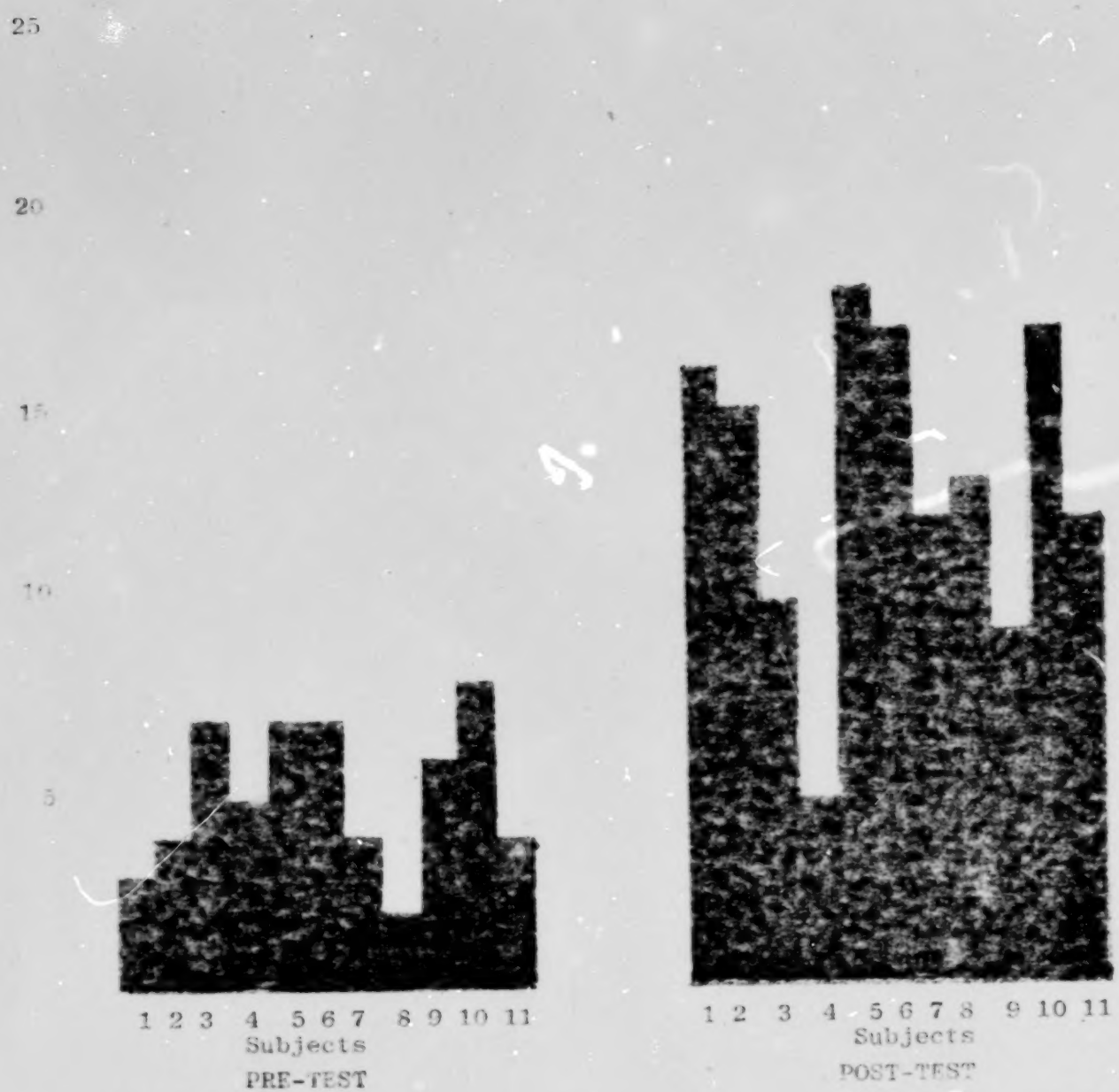


Figure 1. The effects of Project Friendship training on role play behaviors of volunteers in Group 1.

correct items on a video presented multiple-choice test of behavioral principles.

The role-play test which was video-taped for later scoring was analyzed to determine the extent of inter-observer agreement regarding which behaviors occurred during the interview. For the pre-test role-play, there was 76% agreement between independent observers, computed as:

$$\frac{\text{number of agreements}}{\text{number of agreements + number of disagreements}} \times 100$$

During the post test, 97% agreement was achieved, while the overall agreement was 91%.

Comparing the pre-training and post-training role play scores (Figure 1) produced a highly significant difference ($t=6.96$, $df=10$, $p \leq .001$). This comparison indicates that the trainees showed a significant increase in the number of appropriate counselor behaviors emitted during the role play situation following training. The multiple-choice test did not show a significant effect of training.

Group 2

In training the second group of volunteers, several changes were made: (1) the subjects had all completed college courses in behavior modification so they understood the basic concepts of the field, and (2) an additional pencil and paper evaluation of concept mastery was introduced.

Subjects: Volunteers in Group 2 were quite similar to those in Group 1 except that they were all members of the same class at a local college. This group included 6 volunteers of whom 2 were female and 4 were male.

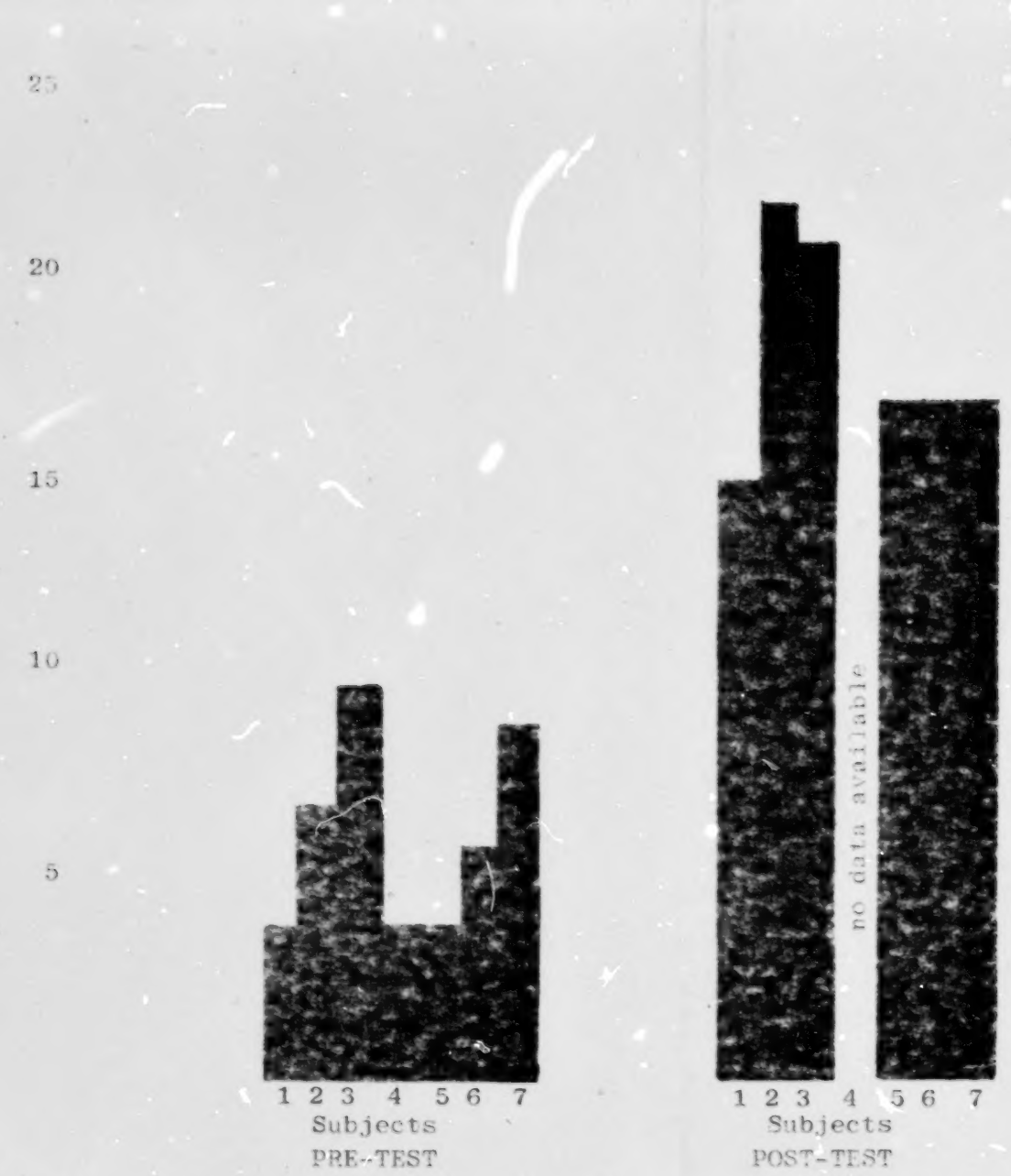


Figure 2. The effects of Project Friendship training on role-play behaviors of volunteers in Group 2.

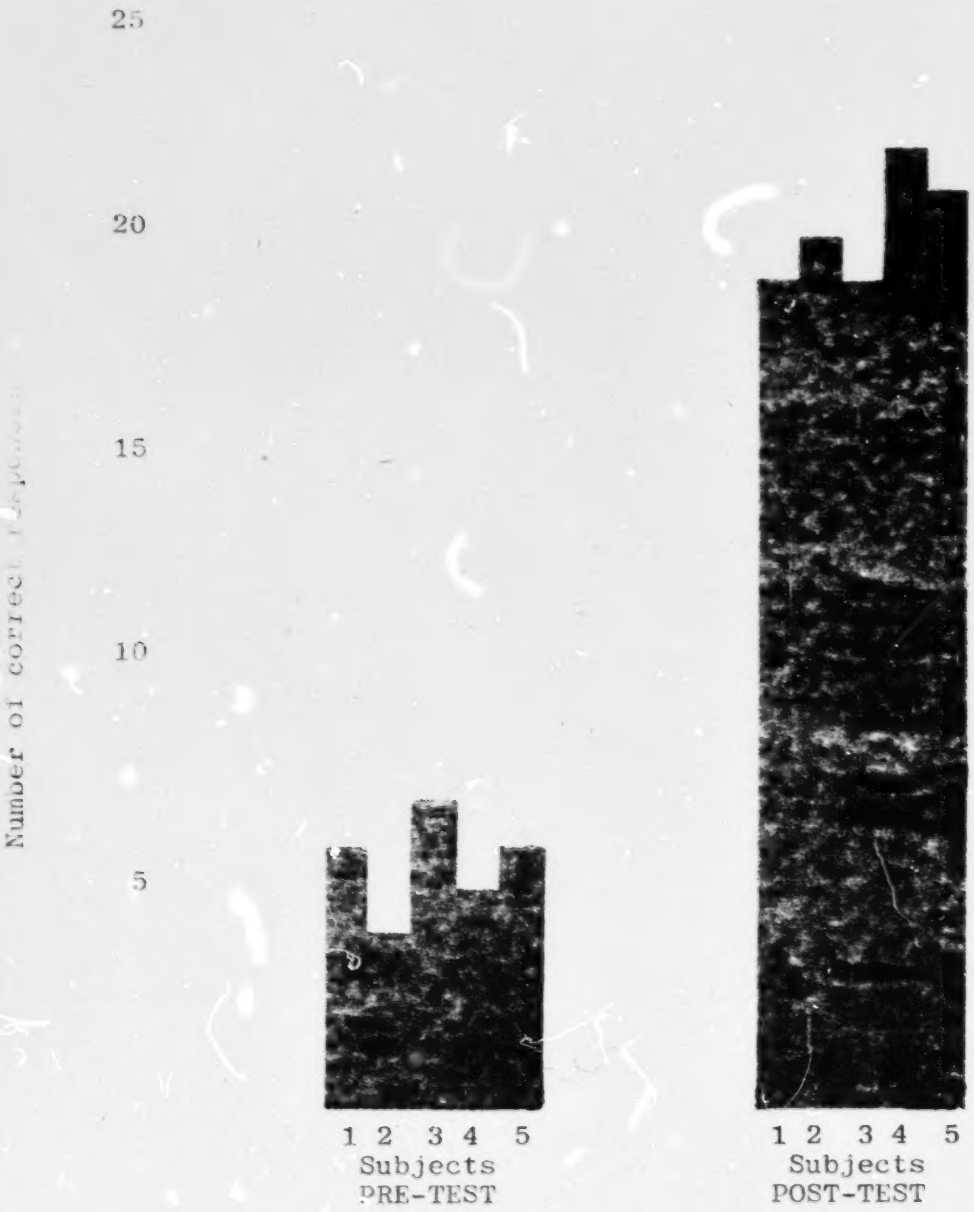


Figure 3. The effects of Project Friendship training on the number of correct responses to the multiple choice test by volunteers in Group 2.

Pre-training evaluation: The pretraining evaluation procedure was the same for Group 2 as for Group 1 except that Group 2 also completed the Problem Analysis Test (Berkowitz, 1972) as part of the evaluation procedure. The Problem Analysis Test contains brief descriptions of child-related situations in which there are several problem behaviors. The task of the volunteer is to define target behaviors, identify possible functional antecedents and consequences, and suggest an alternative way of dealing with the target behavior. There were two sets each containing 3 problems for analysis. For a given volunteer, one set was used as a pre-test and the other as a post-test.

Training: The training procedure used was structurally similar to that used with group 1. However, reading assignments were in The A,B,C,'s of Behavior Modification by Samuel Berkowitz (1972) in place of the Hosford and de Visser (1974) text.

Post-training evaluation: Again, the same evaluation procedures were used with Group 2 as with Group 1 with the addition of a second set of the Problem Analysis Test.

Results: The role-play pre-post evaluation examined changes in 26 counseling behaviors as a function of the training package. The graph (figure 2) shows individual pre-post scores; the training effects were highly significant ($t=18.04$, $df=8$, p .001). Overall reliability of scoring the videotapes for the occurrence of 26 counseling behaviors was .94.

Group 2 also showed highly significant changes in the pre-post scores on the multiple-choice test of behavioral principles ($t=18.84$, $df=8$, $p \leq .001$). Results are shown in Figure 3.

The Problem Analysis Tests were scored by blind observers (overall

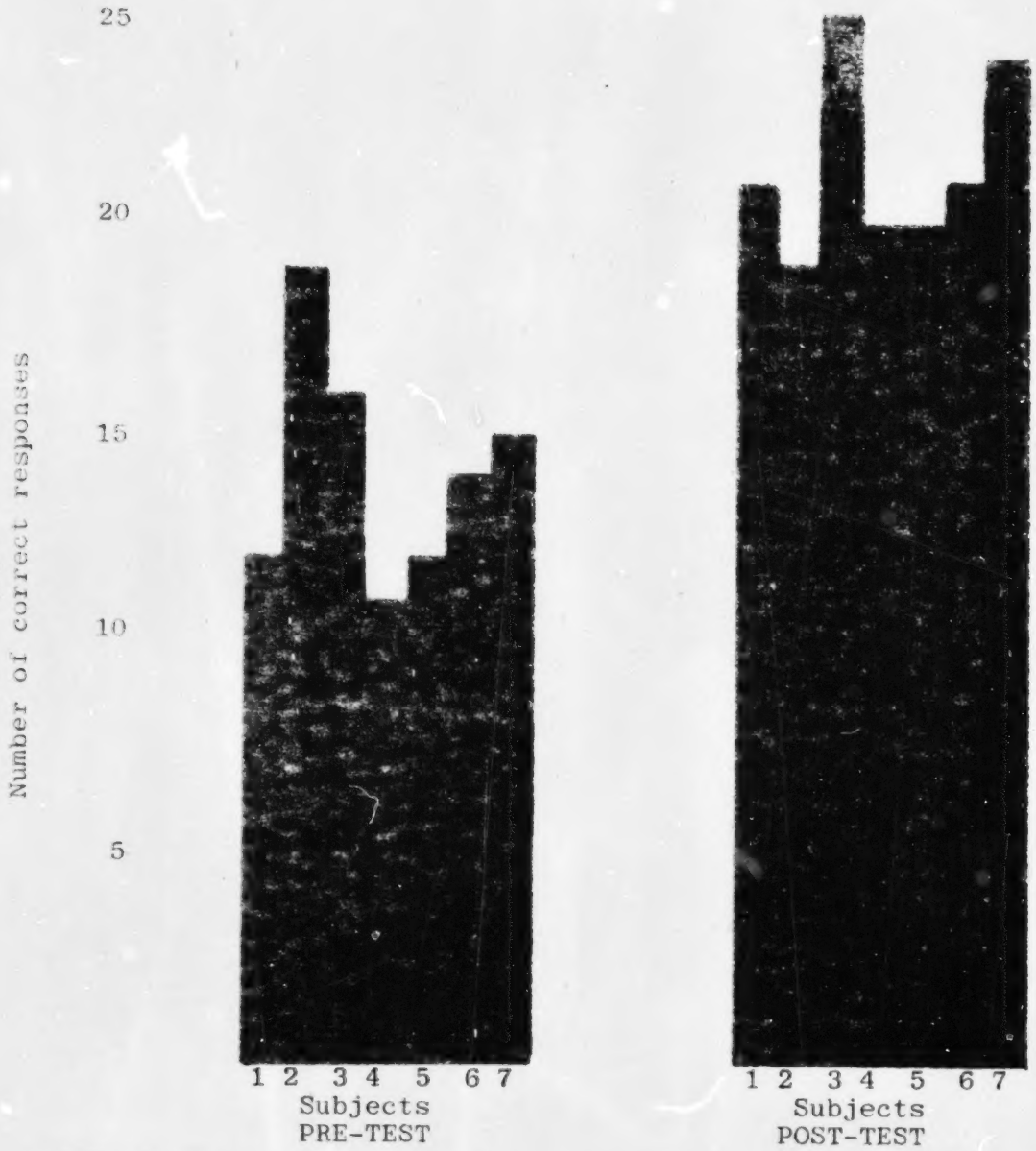


Figure 4. The effects of Project Friendship training on the number of correct responses to the Problem Analysis Sheets by volunteers in Group 2.

scoring reliability was .89); results indicate a statistically significant training effect ($t=5.51$; $df=12$, $p \leq .05$) and those results are graphically presented in figure 4.

Summary: Total training time for Group 2 was approximately 5 hours, at which time supervision of cases was scheduled to begin. Some individuals experienced a two week delay before receiving their case (elementary student) because of administrative (i.e., permission forms) problems or other incidents (i.e., the child's family moved). Since "helping kids" was a major motivation factor in addition to receiving college credit, motivation decreased somewhat during the referral delay period (weeks 4,5, and 6).

Persons from Group 2 (with one exception) came from the same advanced psychology class and were fmailiar with behavior theory and terminology, whereas individuals from Group 1 had received very little or no exposure to courses in psychology in general and behavior modification in particular. The role play data from both groups is strikingly similar (see figure 1 and figure 2); comparing these data suggests that previous knowledge of psychological principles is not necessarily an asset in later training of counseling behaviors.

II. Further Applications of the Training Procedure

GROUPS 3 and 4

The third and fourth training groups were indigenous Chicano paraprofessionals organized as a community alternative to the juvenile justice system. The emphasis is upon early intervention, prevention and diversion. That project is a joing effort between the Comprehensive Youth Development and Delinquency Prevention Project (Youth Authority) and the Ventura County Board of Supervisors Delinquency Prevention Commission);

known as "La Colonia Youth Services Project, it is co-directed by Gene Reyes and Enrique Aguilar.

Most of the subjects in Group 3 had graduated from high school while the subjects in Group 4 were recruited from local high schools.

Subjects: Group 3: The trainees in this group were hired to function as Trabajadores (neighborhood "workers") for a local juvenile delinquency prevention project. They were residents of the barrio section of Oxnard, California ("La Colonia") and had recently graduated or dropped out of high school. Their mean age of 7 males and 3 females was 20 years. This group was trained by a Chicano social worker (Ramon Rocha, M.S.W.) and a Chicano psychiatric technician (Emilio Flores, M.H.T.) who are on the staff of the Oxnard Mental Health Center.

Group 4: This group consisted of 8 Chicano youths who served as the brothers and sisters to Chicano elementary school children with academic and behavioral problems. Termed "Los Carnalitos" (little brothers and sisters) by the same local delinquency prevention project mentioned above, they were all currently enrolled in high school.

Envaluation: Planned pretesting included (1) role-play (2) video multiple choice testing and (3) problem analysis sheets. Only the problem analysis sheets were completed before training began. This particular population felt somewhat threatened by coming to a mental health clinic for training and, when their first meeting with clinic personnel included a request to "pretend" to interview a teacher, all ten workers found reasons why they had to leave before completing the pre-test. The behavior of "not completing the pre-test" was a critical indicator of the problems of presenting the behavioral viewpoint to young Mexican-Americans. This is not the forum for

an extended analysis of these problems, however, several issues can be briefly discussed.

First, cultural differences in the nature of illness and especially mental illness, mean that mental health clinics are a less-than-ideal site for training. The "workers" initially felt that neither they nor the children of La Colonia were "crazy" and therefore training provided by the clinic was irrelevant to the problems people experienced living in La Colonia. Second, the support of certain classes of behaviors in a school may be seen as a "sell-out" to the Anglo culture and values. Our training therefore emphasized behavior modification as a teaching technique; it is a technique for developing and supporting whatever behaviors one values. When some of the workers initially found out about "behavior modification" they became quite concerned that the clinic was trying to change them over to Anglo values.

III. The Effects of Volunteers in Homes and Schools; Elementary school children with behavioral or academic problems.

This section will present data which shows the tangible impact of interventions provided by Project Friendship volunteers. The case study format will be used to illustrate typical target behaviors and the interventions used to influence these target behaviors. Each case study will present evaluation data which indicates the "magnitude" of the change produced by Project Friendship counselors.

CASE 1

The Project Friendship volunteer in this case worked with Allan to increase spelling performance. The intervention used was tutoring utilizing social reinforcement. Using an AB design, weekly spelling test performance went from a baseline level of D (over 14 weeks) to an intervention level of

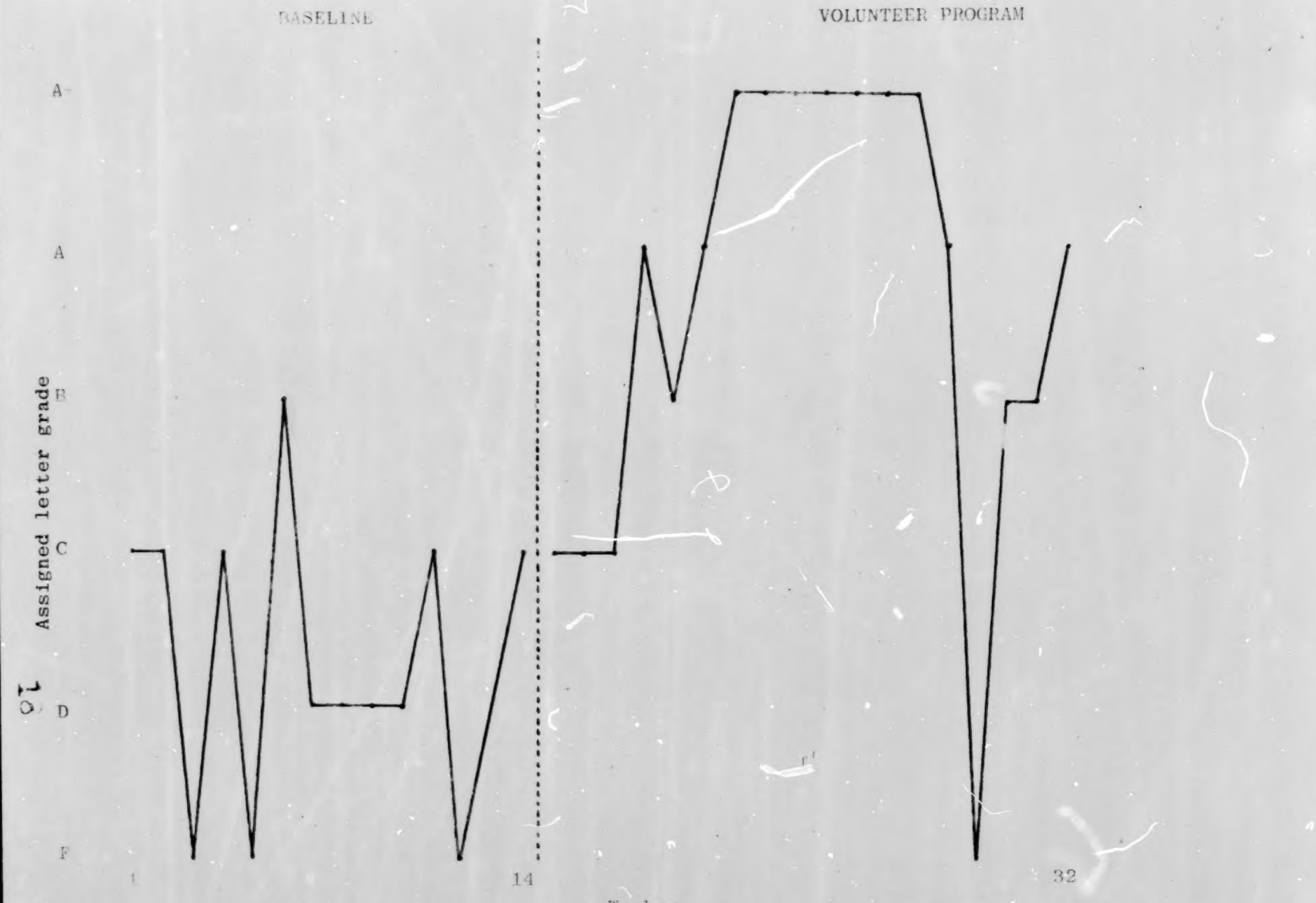


Figure 5. Case 1: The effect of a volunteer's program on the spelling performance of an elementary student.

NAME ALLAN CASE 1 SCHOOL [illegible] GRADE 4 YEAR 1973-1974

This report of your child's school progress takes into consideration the way he behaves and the skills and understandings he is developing. A written report can give only limited information. The teacher will be happy to discuss your child's progress in an individual conference.

EXPLANATION OF SYMBOLS:

A - Excellent Progress
B - Very Good Progress
C - Average Progress
D - Below Average Progress
F - Little or No Progress

1 - Working above Grade Level
2 - Working at Grade Level
3 - Working below Grade Level

SE satisfactory effort
UE unsatisfactory effort

	1st Report (Conference)		2nd Report (Card)		3rd Report (Conference)		4th Report (Card)	
	Progress	Grade Level	Progress	Grade Level	Progress	Grade Level	Progress	Grade Level
Reading	D	3	C+	3				
Mathematics	C-	52	B	3				
Spelling	D	2	C	2				
Writing	D	2	C	2				
Handwriting	C-	2	C-	2				
Social Science	C		A					
English	B		B					
Science	—		—					
Instrumental Music	—		—					
Physical Education	SE		SE					
Art	SE		SE					
Music	SE		SE					
Foreign Language	—		—					

EXPLANATION OF SYMBOLS:

A - Consistently; U - Usually; I - Inconsistently; S - Seldom

	First Report	Second Report	Third Report	Fourth Report
Completes Work	I	U		
Follows Directions	I	U		
Listens Carefully	S	I		
Works Well with Others	I	I		
Shows Responsibility	I	I		

1st Report - Form 3108 - 9/1972 - 5M
Revised

Teacher Comments: First Report Period - Conference

ALLAN shows a definite lack in interest + effort -- finds it difficult to concentrate. Needs to improve study habits

Teacher's Signature [illegible] Date 11-8-73

Teacher Comments: Second Report Period - Report Card

ALLAN tutor appears to have a very good effect on Robert. His self confidence has improved as have his work habits

Teacher's Signature [illegible] Date 2-1-74

Teacher Comments: Third Report Period - Conference

Teacher's Signature _____ Date _____

Teacher Comments: Fourth Report Period - Report Card

Teacher's Signature _____ Date _____

This student is assigned to grade _____ in September 19

Distribution of copies:

White - Cumulative Record File
Green - Fourth Report
Yellow - Third Report
Pink - Second Report
Gold - First Report

13

A during the next fourteen weeks. Permanent product data consisting of the teacher's written comments for both the 14 week baseline and the subsequent 14 week intervention are as follows:

> Baseline - Allan shows a definite lack of interest and effort. He finds it difficult to concentrate. Needs to improve study habits.
>
> Tutoring - Allan's tutor appears to have a very good effect on Allan. His self-confidence has improved as have his work habits.

The effects of tutoring by the Project Friendship volunteer had impact not only upon spelling grades, but also the teacher's perception of the child. It is interesting to note that Allan also improved on the average of one letter grade in all subjects, not just spelling, after tutoring was begun. Since this is case study data, it is impossible to determine whether there was a generalized increase in level of academic performance, a strong "halo effect" or other complex phenomena occurring. A clear impact by the Project Friendship volunteer is obvious, however.

CASE 2

This case focused on a home behavior, increasing the rate of immediate compliance with verbal requests on the part of three brothers, aged 9,10, and 13. After an eight day baseline period, to determine the existing rate of immediate compliance with the mother's requests, a token system was initiated. Points were accumulated on a wall chart in the following way: immediate compliance (within 1 minute of request) - 6 points, delayed compliance (by the end of the day) - 2 points, noncompliance - 0.

points. These points could be exchanged as follows: 4 points=½ hour of T.V. viewing, 4 points=½ hour of outside play, or 1 point=$.15. This token system was in effect for four days.

An AB design was used to examine the data. Table 1 shows the percents of immediate compliance, delayed compliance, and noncompliance for both baseline and intervention periods.

Table 1

Mean percent of immediate compliance, compliance, and noncompliance during baseline and token system for three brothers.

	Baseline	Token System
Immediate Compliance	7.6	41.7
Delayed Compliance	49.6	36.8
Noncompliance	44.0	21.6

A very clear shift in the relative percent of compliance responding occurred when the token system was initiated. A six fold increase in the rate of immediate compliance occurred and the rate of noncompliance was more than halved. This striking change illustrates the impact a trained volunteer can have.

CASE 3

This case shows the presence of clear experimental control of the intervention over the target behavior which was chosen, spelling performance. A three week baseline on Bob's spelling behavior was collected, as is shown in Figure # 6. At week four, tutoring by a Project Friendship

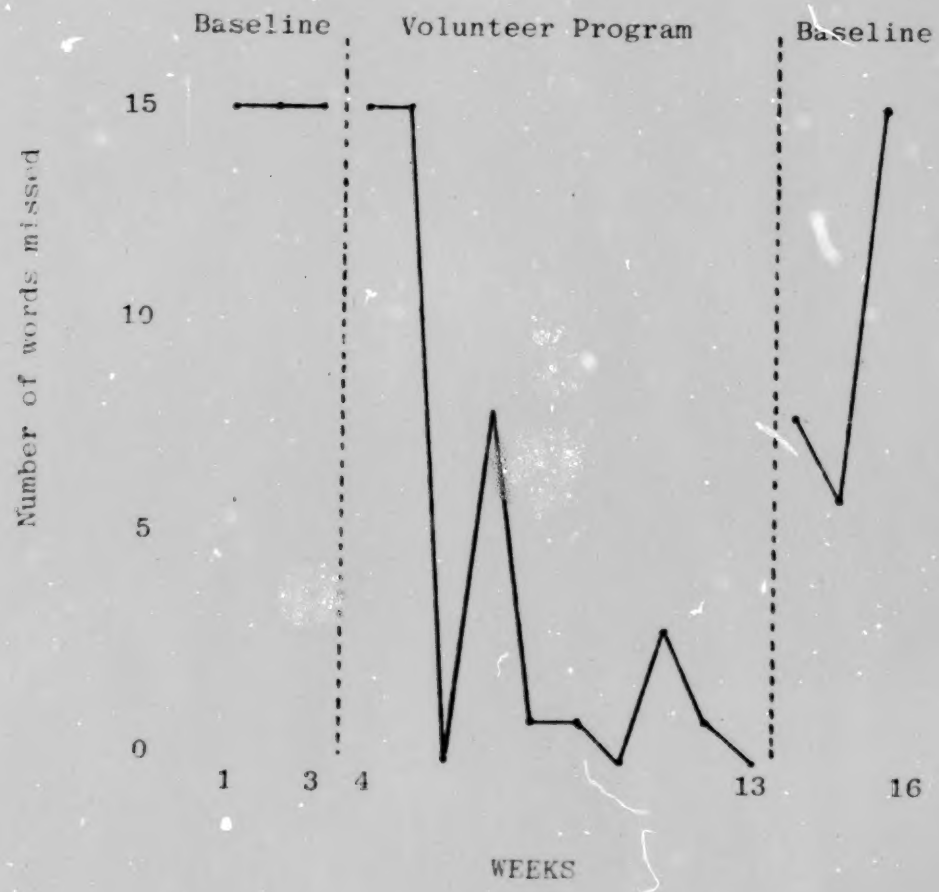


Figure 6. Case 3: The effect of a volunteer's program on the spelling performance of an elementary student.

volunteer was begun, and the number of errors dropped markedly. The tutoring was continued until week 14, when the tutor became ill and could no longer continue. Bob's mother said that she would continue the tutoring which the volunteer had used so successfully. Week 14 through 16 were a return to a no treatment (by Project Friendship) baseline, using an ABA design. The error rate during this period returned to the original baseline level. Thus, Bob's natural environment was apparently not "reprogrammed" so as to maintain the increased academic performance which Bob had shown during tutoring.

CASE 4

This final case illustration dealt with increasing the arithmetic proficiency of a 10-year-old boy.

Five baseline recordings were made. The boy was tutored using 5 separate packets of flash cards composed of operations for addition, subtraction, multiplication and division. Scores on these drills were computed by figuring the number correct as a percentage of total possible responses.

A token system was set up as an intervention. The student was required to meet the following criteria for each of the 4 operations in order to earn 1 token:

For addition 8 out of 8 or 100% was required for 1 token.

For subtraction 15 out of 20 or 75% was required for 1 token.

For multiplication 15 out of 20 or 75% was required for 1 token.

For division 8 out of 16 or 50% was required for 1 token.

Tokens could be used for the following reinforcements:

Extra trips to store	5 tokens
TV time on Saturday (1 hour)	5 tokens
Extra time for playing catch (½ hour)	5 tokens
Aluminum baseball bat	45 tokens

Figure 7 demonstrates the success of this program after 11 days of

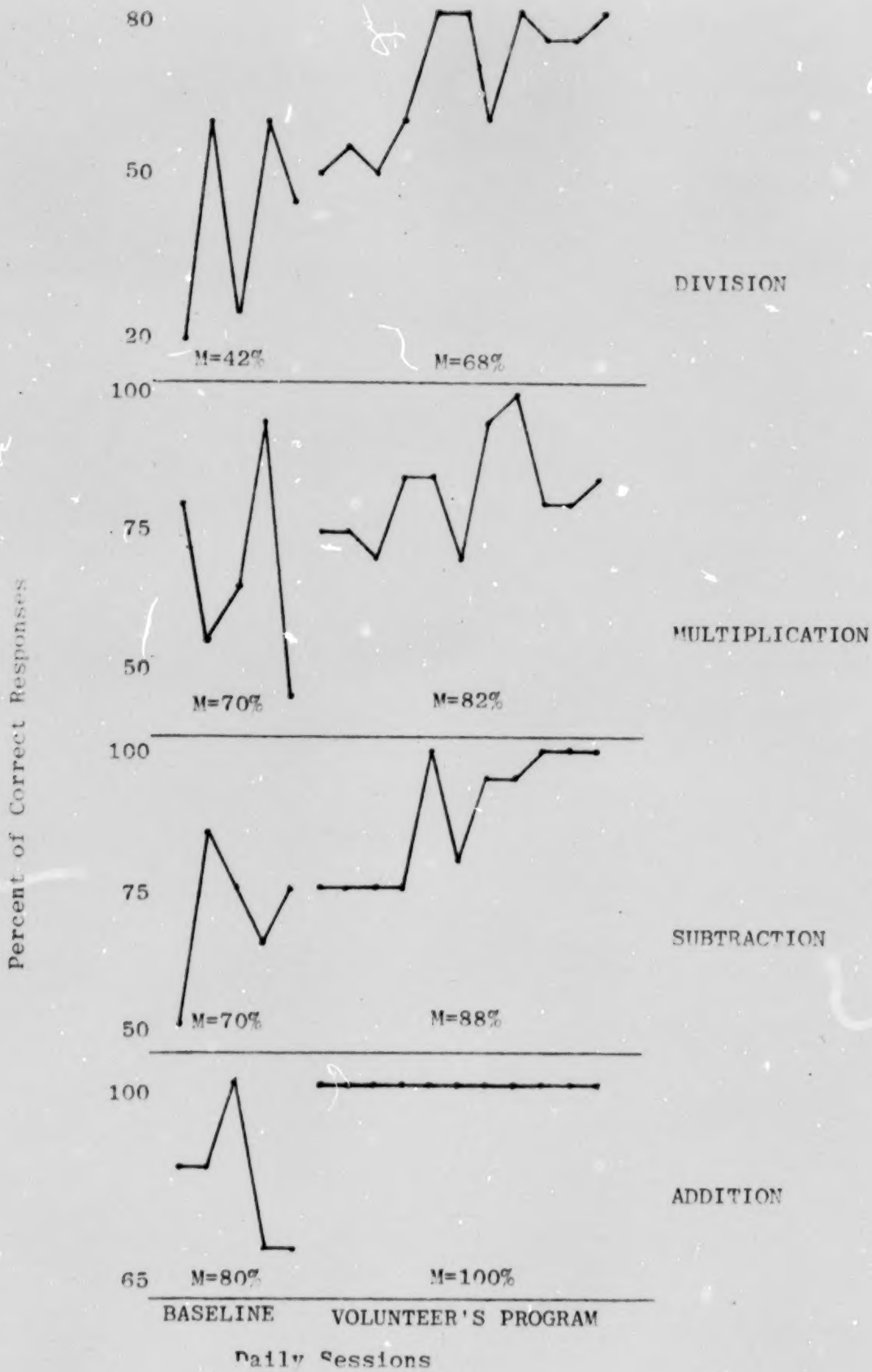


Figure 7. Case 4: The effect of a volunteer's program
arithmetic performance of an element

intervention.

Data from the current study shows that college students can be trained to emit specific counseling behaviors. The data further suggest that a simple, replicable evaluation component, the video-taped role-play, can be used to both (1) evaluate other training programs and (2) maintain quality control of the trainees working in the field.

While we originally thought that the simulated teaching interview role play might be somewhat artificial and unrealistic, it was apparent from the reactions of both the volunteers and the "teacher" that it was very convincing and real. The role playing "teachers", for example, found themselves becoming somewhat annoyed and irritated when volunteers ignored their needs and feelings as teachers; volunteers were described as "know-it-alls" who wanted to completely change the teacher's classroom technique and course material.

In addition to the video-taped role play, two other measures of volunteer performance have been used in this chapter. The video-presented multiple-choice test of behavioral principles in applied settings did not reliably discriminate the effects of the training procedures. That test will be revised. The Problem Analysis Test has not been adequately evaluated as a discriminator of training effects in volunteer groups.

These latter two evaluation measures have the distinct advantage of requiring fewer personnel to obtain and of being faster to score. The role-play, on the other hand, requires one individual to learn the standardized teacher's role, including the standardized teacher's responses. It is a more difficult evaluation procedure to administer, and it is more time consuming to score. However, it has the distinct advantage of directly measuring the behavioral repertoire of the volunteer's being trained. The multiple-choice test and the Problem Analysis Test evaluates changes

in the verbal behavior and conceptual information of the volunteers.

As a final level of project evaluation, the effects produced by Project Friendship volunteers in elementary classrooms were discussed. We also gathered some "consumer satisfaction" data. Brief questionnaires were distributed to parents, teachers, volunteers and target children to obtain additional feedback on the subjective evaluation of the program and its effects by those it was designed to serve. Project Friendship received unanimous support from all groups as a program which would be desirable to maintain. Teachers, parents, and student-targets all viewed the volunteers as reliable, helpful, and supportive. According to the volunteers, teachers and parents were very cooperative in most cases. Finally, all groups verified definite positive changes in the target children, and generalization effects were also reported. In addition to the measurement-evaluation issues discussed above, several other salient issues emerged during the training of the Project Friendship volunteers. The importance of motivating the college student volunteers is one example. It is valuable to include as many positive reinforcers for the volunteers as possible, i.e., college credit for participation, defraying transportation expenses, etc. Reducing the response cost associated with volunteering is also helpful. For example, the nearer the college or university is to the training site and the schools involved, the smaller are the costs for transportation, both in time and money.

Another point which became clear only after the training had begun was the necessity of matching the sophistication of the training materials to that of the trainees. While the Hosford and de Visser package is one that is very useful with a more sophisticated and experienced trainee(or when the training sessions can be longer), a more elementary approach(Berkowitz, 1972) is now being used with some trainees.

Current and projected manpower shortages within the field of mental health suggest a greater role for paraprofessionals. But, without careful evaluation and precise training, added manpower will not solve any of the problems facing psychology in overcoming the limits to the delivery of services. Procedures are now available and being developed for training paraprofessionals and precisely measuring the effects of that training; the application of these techniques can vastly alter the quality of training given paraprofessionals.

References

Ayllon, T. and Wright, P. New roles for the paraprofessional. In S.W. Bijou and E. Ribes-Inesta (Eds.), Behavior Modification: Issues and Extensions. New York: Academic Press, 1972.

Bergman, Joel S. and Doland, Dilman J. The effectiveness of college students as therapeutic agents with chronic hospitalized patients. American Journal of Orthopsychiatry, 44:1, January 1974.

Berkowitz, S. ABC's of Behavior Modification. Baltimore: Behavioral Information and Technology, 1972.

Hosford, R. and de Visser, L. An Introduction to Behavioral Counseling Theory and Practice. American Personnel and Guidance Association, in press.

TRAINING PARAPROFESSIONALS

USING VIDEO-TAPED BEHAVIORAL ASSESSMENT

Robert A. Aitchison, Janet M. Merrill, Robert Drury
Oxnard Community Mental Health Center
Oxnard, California

Presented at the Western
Psychological Association
Conference, April 25-26, 1974
San Francisco, California

Introduction and Basic Summary of Research Design

Many studies have demonstrated that non-professionals can be trained to perform valuable service in a variety of settings (Ayllon and Wright, 1972). However, there is little data demonstrating the effectiveness of particular training procedures in modifying specific behaviors of non-professionals.

The current research was designed to evaluate the effects of an existing training package (Hosford and de Visser, 1974) on several specific behaviors of these volunteers. The training procedure was used with 12 college students who volunteered to work with elementary school students having behavior or academic problems. During a simulated teacher interview, 26 counseling behaviors were evaluated for each of the college students. The simulated interview was video-taped and later scored by a blind observer for the presence of the 26 key behaviors. As a second evaluation component, each of the 12 trainees also viewed a video-tape which showed 22 scenes illustrating various behavioral principles. After each scene, trainees would answer a multiple-choice question regarding the scene.

Following this preliminary assessment, training was initiated. Five weekly meetings of one hour each were held at which time readings (Hosford and de Visser, 1974) were discussed and major points summarized. Triadic role playing (counselor, teacher, observer) was also employed with the observer giving feedback to the others following five minutes of role playing.

When the training was concluded, the assessment procedure was re-administered. This procedure included another simulated teacher interview and another video-taped behavior discrimination test. Pre-post difference scores for both procedures were examined. Two alternate forms of the behavior discrimination tests were available so no trainee viewed the same scenes twice.

Method

Subjects

15 college students from three local colleges volunteered to work with

elementary school children in conjunction with a Mental Health program entitled Project Friendship. College students were initially contacted through a psychology or sociology class.

The volunteers averaged 14.6 years of education and were composed of 8 women and 7 men. Five students also received academic credit for participation in the program.

Following a one-hour initial interview, all subjects were accepted for training. Three volunteers (2 women and 1 man) dropped out of the program; one did not start training and two attended two training sessions or less before leaving.

Procedure

Pre-test. Initial data collection took place during the volunteer's interview for the program. The students were told that they would be working with local elementary school children (4th-6th grade) having behavioral or academic problems. They received written instructions to meet with a "teacher" and talk with her/him about a problem concerning a student in the class.

Volunteers then participated in a 15-minute simulated interview with this "teacher", in which they were video-taped and later scored by a blind observer for the presence of 26 counseling behaviors. (See Appendix B).

The teacher's role (i.e., her presenting problem, cues, and responses) were standardized and previously rehearsed to criterion which follows:

1. Wait for student to speak first.
2. State, "I don't know what you can do to help (or what your project is about), but I'm quite concerned about _____."
3. If asked about concern, first give a general description of behavior (he or she is shy). Then be asked to specify; do not offer information if not asked.
4. Do not tell how often behavior occurs unless requested and then say that frequency is about 6 times every day.

5. State that you are not sure how to deal with the situation.

6. Give the following information every time if it is requested: Has 2 older siblings; just moved to the area; you are not sure of family life, adjustment, etc.; she is an intelligent girl (he/boy); teased by 2 opposite-sex classmates especially; shyness is better in small groups where reading improves; you react to shyness with criticism, teasing, encouragement to be more out-going; the child likes to do errands (erase board, take notes to office, go to library).

Following the simulated interview, each volunteer also viewed a 30 minute video-tape which showed 22 scenes illustrating various behavioral principles applied to the elementary school setting (see Appendix C for the full scripts). After each scene, 45 seconds of blank tape was presented so the trainees had 45 seconds to answer a multiple-choice question regarding each scene.

Volunteers were then thanked for their cooperation and told of their first training meeting time.

Training. Post-tests were made on these two video-taped assessments after the trainees participated in 5 weekly one-hour meetings which employed discussion of reading assignments and triadic role playing. Triadic role playing included a counselor role, a client role, an observer role. Two general scenes were practiced: Meeting with the Teacher, and Meeting with Parents and Child. (The behavioral check-lists for these 2 exercises are presented at Appendix D). Trainees also used the "Initial Contact Sheet" (see Appendix E) for organizing information obtained during their first real meeting with a teacher.

Post-Evaluation. The post-test role-play component employed a different person in the role of the "teacher." The second role-play again presented a standardized behavior problem different from the one presented by the pre-test "teacher", yet the concern required a very similar behavioral analysis--accelerating a behavior using positive reinforcement. The second "teacher's" role and responses are summarized below:30

1. Wait for student to speak first.

2. State, "I don't know what you can do to help or what your project is about, but I'm quite concerned about _____."

3. Child exhibits a drop in turning in and completing assignments (Be led to specify)

4. Frequency per week is--turning in 2 on time, 2 late, and one not at all.

5. State that you are not sure how to deal with the situation.

6. Respond relevantly to the student's information-seeking behavior but give no more additional information than called for.

7. Give the following details every time as called for:

Biggest problem is with math; you use standardized work sheets in class; child makes average or better grades on assignments turned in; child likes to talk and is a little rowdy, but assignments are the biggest concern; you ask for assignments and if _____ has none he/she is warned to do it or they will be marked down; other kids look or smile; child likes to do errands (erase board, get quipment, make maps).

The trainee also viewed an alternate form of the written video test as well as the original pre-test form that was seen. Pre-post difference scores were examined; those scores were based upon performances on the alternate form of the post-test. (e.g., if S took pre-test form A his difference score was based on form B performance although he took both form A and form B as a post test).

RESULTS

Two types of data are reported here; reliability data and pre-post data which indicates the effects of the training procedure.

The following correlation coefficients were calculated for the video-taped written concepts identification test: test-retest reliability and alternate forms reliability. A Pearson r of .57 was calculated for the test-retest correlation, while an r of .61 was found when comparing alternative forms of the test.

The role-play test which was video-taped for later scoring was analyzed to determine the extent of inter-observer agreement on the occurrence of the 26 counseling behaviors (see Appendix B). The following formula was used to compute percent agreement:

$$\% = \frac{\text{No. of agreements}}{\text{No. of agreements} + \text{No. of disagreements}} \times 100$$

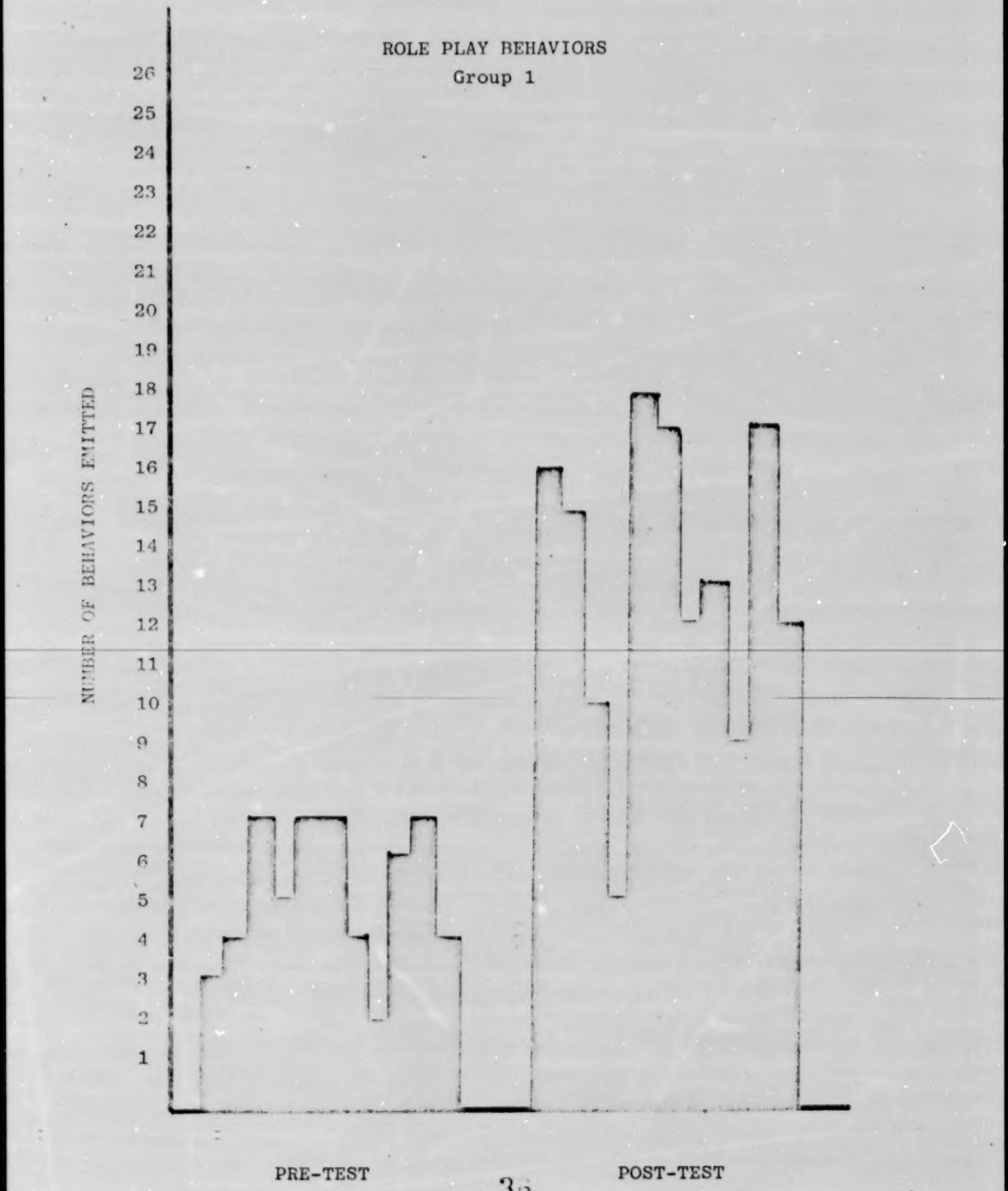
For the pre-test role-playing, there was 76% agreement between the observers. During the post test, 97% agreement was achieved, while the overall agreement was 91%.

Comparing the pre-training measure on the concept identification test with the post training measure did not produce a statistically significant difference. A t-test for dependent samples produced a t of .15. A similar comparison of pre versus post training role playing scores, however, produced a highly significant ($t=6.96$, $df=10$, $P < .001$) difference. This significant result indicates that the trainee showed a marked increase in the number of appropriate counselor behaviors emitted during the role play situation.

Discussion

Data from the current study shows that college students can be trained to emit specific counseling behaviors. The data further suggests that a simple, replicable evaluation component, the video-taped role play, can be used to both 1) evaluate other training programs and 2) maintain quality control during continued use of the present training package.

During the training of the Project Friendship volunteers, a number of salient issues emerged. The importance of motivating the college student volunteers is one example. It is valuable to include as many positive reinforcers for the volunteers as possible, i.e., college credit for participation, defraying transportation expenses, etc. Reducing the response cost associated with volunteering is also helpful. For example, the nearer the college or university


ROLE PLAY BEHAVIORS
Group 1
NUMBER OF BEHAVIORS EMITTED
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
PRE-TEST
POST-TEST

is to the training site and the schools involved, the smaller are the costs for transportation, both in time and money.

Another point which became clear only after the training had begun was the necessity of matching the sophistication of the training materials to that of the trainees. While the Hosford and de Visser package is one that is very useful with a more sophisticated and experienced trainee, (or when the training sessions can be longer), a more elementary approach (Berkowitz, 1972) is now being used with some trainees.

The training and evaluation procedure described here is applicable to groups in the community other than college volunteers. At Oxnard Mental Health Center, for example, this procedure is being used to bolster the helping skills of Trabajadores ("Workers") who are part of a local community service project in the Oxnard barrio. Also, a group of Chicano youth workers, Los Carnalitos, who work as "little brothers and sisters" to selected children, are receiving training. This training may also be extended to residential care center operators and Retired Senior Volunteer Program (R.S.V.P.) volunteers.

While we originally thought that the simulated teaching interview role playing might be somewhat artificial and unrealistic, it was apparent from the reactions of both the trainees and the "teachers" that it was very convincing and real. The role playing "teachers", for example, found themselves becoming somewhat annoyed and irritated at the original approach which some of the trainees took, although a noticable difference was apparent in the post training role play.

When evaluating the impact of any program or treatment, it is desirable to include a means of experimental control; using either between groups or single subject methodology. Our work in the community setting showed us how difficult it is to obtain measurements on a reasonable control or comparison group. As another means of gaining some experimental control, we are now car-

rying out a multiple baseline design using specific counselor behaviors as the elements of the multiple baseline. This approach will produce more sophisticated data which demonstrate the functional relationship between various training modules and specific counselor behaviors.

To conclude, current and projected manpower shortages within the field of mental health suggest a greater role for paraprofessionals. But, without careful evaluation and precise training, added manpower will not solve any of the problems facing psychology in overcoming the limits to the delivery of services. Procedures are now available and being developed for training paraprofessionals and precisely measuring the effects of that training; the application of these techniques can vastly alter the quality of training given paraprofessionals.

References

Ayllon, T. and Wright, P. "New Roles for the Paraprofessional" in S. W. Bijou and E. Ribes-Inesta (eds.) Behavior Modification: Issues and Extensions. New York, 1972

Hosford, R. and de Visser, L. "An Introduction to Behavioral Counseling: Theory and Practice", Published by the American Personnel and Guidance Association, 1974.

Berkowitz, S. ABC's of Behavior Modification, Baltimore Behavioral Information and Technology, 1972.

A

INSTRUCTIONS

Now we'd like to make a video-tape of you in a counseling situation. This exercise is strictly for us to use in measuring our training, and has no bearing on evaluating you. So you need not be nervous, just do the best you can, ok?

****

You are about to talk with a "teacher" whom you'll be working with. This is your first session with her. It is your job to try to help her work out a problem she is having with one of her students. You'll have 15 minutes to go as far as you can, and then we'll stop the role-playing.

Scoring Guide

(1 point for each lettered category)

I. Introduction

_____ A. Greeting (i.e., Hi, hello, good morning, how do you do)
_____ B. State Name (i.e., I'm _____ My name is _____)
_____ C. Mention Project Friendship (i.e., I'm from Project Friendship)

II. Statement of Role

_____ D. We work one to one with children (Big brother/sister program)
_____ E. Work on one behavior at a time (one area, concern, step)
_____ F. Do some observation and measurement (record progress, data)
_____ G. Try to do our best (make pos. change, no miracles)
_____ H. Invite working together (directly ask for cooperation or use of "us, together, our, we" to mean tutor and teacher)

III. Behavior Specification

_____ I. Request to describe behaviors (problem, concern)
_____ J. Put in behavioral terms (i.e., what does she do? What would I see if she was _____?)
_____ K. Clarifying Statement (i.e., summarize behaviors given by teacher. Put teacher's comment on problem in your own words)
_____ L. Choose one behavior (i.e., which behavior concerns you most, would you like to start working on, feel is most important)

IV. Conditions under which the behavior occurs

_____ M. Precedents ("what happens before behavior occurs, what subject, activity, time of day, what are teacher and others doing, child doing)

Information about preceeding conditions to identified behavior

_____ N. Consequences - results of behavior (i.e., responses from others, what happens when she refuses to _____, what do you do, children do)

V. Baseline

_____ O. Rate, frequency of behavior (how often does this occur)

VI. Reinforcers

_____ P. Ideas about what might be rewarding to child (things he likes to do, places to go, etc.)

VII. Alternatives

_____ Q. Explore possible approaches and discuss together (I'd like to try, maybe this would work)

VIII. Rationale

_____ R. Offer rationale for procedure offered (this may bring her out, give her a chance to make friends, etc.) "I think this would help Joe ....."

IX. Set Goals

_____ S. Establish "success" measure (something to work toward -- oral report, increase friends

_____ T. Specify teacher's behaviors (role) in reaching goal

X. Maintenance

_____ U. Mention or discuss fading out program (program will gradually be reduced)

XII. Summary

_____ V. Thank teacher for cooperation

_____ W. Arrange another meeting

_____ X. Bring back program for approval

_____ Y. Instruct teacher to keep present approach

_____ Z. Arrange to observe (take baseline)

Script and Questions for Format A

1. Counselor to client

C; What behavior would you like to change, Sally?

CL: (no response)

****

The counselor's response is an example of:

A) Probing
B) Open questioning
C) Closed questioning
D) Catalyst comment

---

2. Narrator: This scene shows a student recording how many times the child she will be working with is getting out of her seat without permission. (Another person demonstrates concurrently)

****

What is the procedure called?

A) Taking baseline
B) Recording alternatives
C) Measuring dissonance
D) Reinforcement reading

---

3. Client to counselor

CL: My job at the supermarket is not too hot.

C: You're working at the supermarket, but you don't feel it is working out too well.

****

This scene demonstrates:

A) An inappropriate response
B) Base response
C) All of above
D) Statement of problem

---

4. Client to counselor

CL: I really don't know if you can help me or not or just what you can do, but this kid is driving me to the breaking point.

****

What is the best counselor response?

A) "Why do you feel you are about to break?"
B) "First, let me try to clarify how I see my role, ok?"
C) "I'm sure I can help you"
D) Counselor nods

---

5. Counselor to client

C: I think you have developed some fine alternatives, Joe, and your plan to do some further research would be excellent. Have you considered the time element? (Counselor has poor posture and little eye contact)

****

What was wrong with the counselor's behavior?

A) Poor posture
B) No eye contact
C) All of above
D) None of above

---

6. Client to counselor

CL: I decided to have a talk with my folks instead of just taking off, and I feel better about facing them

C: I'm glad! Sounds like a good idea (enthusiastic)

****

The counselor's behavior represents:

A) Reflection of feeling
B) Positive reinforcement
C) An inappropriate response
D) None of above

---

7. Client to counselor

CL: The problem is some of the people in class I know by looks, but I don't really know them. I'd like to talk to them but I don't know what to say.

C: Why don't we work on that a little bit. Let me play you for a minute and you're somebody I know in class but haven't spoken to. I might start by saying: "Hey how did you do on the test last Tuesday?" or "Did you go to the game last night?" Would you try starting a couple of conversations with me?

CL: OK, I'll try, I guess...."Boy our last test was really difficult"

C: "It sure was!" That was a good start. Will you try another one?

CL: OK. "We sure got creamed in the game last night, eh?"

C: "I'll say. Wonder how we'll do next week" Great, so you're beginning to learn how to initiate a conversation.

CL: Yea, maybe I'll try that out.

****

This scene demonstrates:

A) Modeling
B) Reciprocal inhibition
C) Superstitious behavior
D) Descriminating a problem

Role Play - Week IV

Introduction to parents and child

I. Explain role

A. Interest in kids

B. Class requirement

C. Choose your child

II. Explain program

A. Big brother/sister format (one-to-one)

B. Help reach some goals (one goal at a time)

C. Positive approach (basic philosophy

D. Examples of activities (with permission)

E. Appreciate cooperation (call or visit each week)

F. Present program (get applications to home, reinforcements, suggestions)

8. Client to counselor

CL: For years I've tried to be good at something, but I've never made it at anything I've tried. Now I've just about given up, but I really wish I could make it somewhere, especially here at the university. Ah, but it's no use.

C: You've tried hard before without success, and now that you're having some trouble again, you're not sure it's worth working hard just to fail again.

CL: Yeah, that's about it. Only sometimes I really want to try and other times I'm ready to quit.

****

What is the counselor doing in this scene?

A) Role determining
B) Clarifying response
C) Negative reinforcement
D) None of above

---

9. Counselor to student

C: OK, so first you have decided to visit all 3 colleges and try to get answers to this list of questions we have made up, right?

CL: Right, and then I can return and hopefully let you know of my decision or if I still need more information.

****

In this situation:

A) The student is responding inappropriately
B) The counselor should be less directive
C) The student is agreeing on a goal
D) The counselor should stress that the student should not make any decision until it is okayed by her

---

10. Counselor to client

C: Great! So you've thought about what colleges you would like to attend and explored what kind of art courses are offered.

CL: Right, I've narrowed it down to 3 choices--UC Berkeley, Oakland Arts & Crafts, and Univ. of the Pacific.

C: Ok, let's explore some of the important consequences of going to school by listing the pros and cons of each choice. What are the pros of Berkeley?

CL: The school has excellent facilities for ceramics....

****

What model is being used here?

A) Non-directive
B) The decision-making model
C) The exploration model
D) None of the above

---

11. Client to counselor

CL: Connie really makes me upset

C: What does Connie do?

CL: She gets so angry over little things

C: Uh huh, what would I see if Connie was getting angry?

CL: She usually yells, 'Damn it mother, you are never on my side' and stomps out the door

C: Excellent! Now I'm getting a clearer picture of Connie's behavior

****

In this scene:

A) The counselor is getting nowhere
B) The counselor should have explored mother's childhood to find the cause of her feeling upset about her daughter
C) The counselor is shaping the client to emit statements regarding behavior
D) The counselor is using a Rogerian technique

---

12. Parent to counselor

P: Once I start giving Carla points for doing chores, won't she always expect them?

****

The counselor's most appropriate reply would be:

A) "No, let's start working out a fading out-maintenance program"
B) "You must agree that the price of good behavior is worth giving these rewards"
C) "You can completely withdraw the points in a couple of weeks"
D) None of the above

---

13. Male counselor to female parent

P: You know Mark isn't doing too well in the 3rd grade and his father and I are really concerned. We definitely want him to go to college.

C: I think that's a good long-term goal; certainly going to college will help him; but I think right now increasing his vocabulary (especially how he recognizes words) is a pretty important thing for the next couple of weeks. I think we can work out a program for along those lines and this will help him right here and now.

****

This scene demonstrates:

A) The use of self-reinforcement
B) Formulating sub-goals
C) Directive Rogerian counseling
D) None of above

---

14. Teacher to counselor

T: Maybe you can help me with Ann. She cries in class almost every day.

C: Crying again. Well, you know we've had Ann for 4 years now. The situation was made worse by a new baby in the family. Give lots of love and attention when she cries and she'll grow out of it.

****

In this situation:

A) The counselor should explain the cause of crying as is being done
B) The counselor needs to find out the antecedents and consequences of the behavior in the classroom.
C) The counselor should explain more about the inferiority complex
D) The counselor should ask the teacher why she is making the child cry.

---

15. Businessman (stapling papers together and speaks to secretary)

B: Jan, I've finished this proposal finally, and I'll leave it on my desk. I'm going to be gone for the rest of the afternoon; hold all calls and take messages. I'll be out at the Marina going sailing. See ya' later!

****

This situation demonstrates:

A) Superstitious behavior
B) Modeling
C) Self-reinforcement
D) Desensitization

---

16. Student to teacher

T: Look at how nicely Pablo is working on his project...so quietly!

****

This is an example of:

A) Desensitization
B) Reciprocal inhibition
C) Social reinforcement
D) None of the above

---

17. Student to counselor

S: I hated that class so much! It was really a bore. Finally, I made sure I earned enough detention points to get kicked out.

****

In that class, the student was experiencing:

A) Negative reinforcement
B) Cognitive dissonance
C) Repression
D) Anxiety

---

18. Student to teacher

S: (whines to teacher) Teacher, why can't I erase the board? You never let me.

Teacher ignores the child and calls on another student to do something. Whining child finally gives up.

****

This scene demonstrates the principle of:

A) Punishment
B) Negative reinforcement
C) Extinction
D) None of the above

---

19. Counselor to student

C: Hi, you must be Beth

S: Who are you?

C: I'm just here to see how things are going around here

****

Was anything wrong here?

A) Poor posture
B) Inadequate introduction
C) Eye contact
D) Nothing

---

20. Student to counselor

S: I get a treat every day after school if I'm good in class

C: Well, how does your mother know when you're good?

S: My teacher sends home a note to tell her every day that I don't talk back in class

****

In this scene:

A) The student is being bribed
B) The target behavior is put in operational terms
C) A negative reinforcement procedure is being demonstrated
D) Both B and C

---

21. Teacher to class

T: And this is going to be the project we'll be working on.

CH: Oh how dumb! (child next to her laughs too and looks)

T: Knock it off, would you Betsy?

****

Who are (is) likely to be the reinforcing agent (s) here?

A) Teacher
B) Child on left
C) All of above
D) None of above

---

22. Counselor to client

C: (tapping hand incessently) What do you think about that?

CL: I thought it was unfair to me. I did my part and he still wouldn't let me go to the movies. That was part of our contract!

****

Which behavior did the counselor emit that was inappropriate?

A) Nodding
B) Eye contact
C) Tapping
D) All of above

Script and Questions for Format B

1. Teacher to counselor

Teacher: The child is bright, but his anger is interfering with his achievement in class.

Counselor: What does he do in class that I could observe?

Teacher: He hits other children and throws his books around.

Counselor: Ok, so in this instance we could define anger as hitting and throwing books.

****

In this scene:
A) A negative reinforcement procedure is being demonstrated
B) The target behavior is being put in operational terms
C) Counselor and teacher are working toward internal insight
D) None of above

---

2. Teacher to counselor

T: Billy's tantrums are really a big distraction for the rest of the class.

C: Do the tantrums seem to happen at any particular time during the day?

T: Now that you mention it, they do seem to happen just before school lets out.

C: (leans forward) That could be important.

****

In this scene the counselor is:
A) Giving the teacher direct feedback on her behavior
B) Reinforcing undesirable behavior
C) Exploring antecedents of the problem behavior
D) Using clinical reflection

---

3. Narrator: "This student is recording how many times a child talks out inappropriately in class".

****

In this scene, this person is demonstrating:
A) Reinforcement of talking
B) Taking baseline
C) Measuring dissonance
D) Recording alternatives

---

4. Teacher to student-intern

T: So you're from UCLA; what are you planning to accomplish around here?

****

The student's most appropriate response would be:
A) I'm just here to evaluate how things are going, that's about all.
B) I'm not allowed to reveal my purpose here.
C) Well, let me try to explain how I see my role here.
D) I'm watching a lot of people, writing things, talking to kids and school personnel; a lot of different things, really.

Script and Questions for Format B

1. Teacher to counselor

Teacher: The child is bright, but his anger is interfering with his achievement in class.

Counselor: What does he do in class that I could observe?

Teacher: He hits other children and throws his books around.

Counselor: Ok, so in this instance we could define anger as hitting and throwing books.

****

In this scene: A) A negative reinforcement procedure is being demonstrated
B) The target behavior is being put in operational terms
C) Counselor and teacher are working toward internal insight
D) None of above

---

2. Teacher to counselor

T: Billy's tantrums are really a big distraction for the rest of the class.

C: Do the tantrums seem to happen at any particular time during the day?

T: Now that you mention it, they do seem to happen just before school lets out.

C: (leans forward) That could be important.

****

In this scene the counselor is:
A) Giving the teacher direct feedback on her behavior
B) Reinforcing undesirable behavior
C) Exploring antecedents of the problem behavior
D) Using clinical reflection

---

3. Narrator: "This student is recording how many times a child talks out inappropriately in class".

****

In this scene, this person is demonstrating:
A) Reinforcement of talking
B) Taking baseline
C) Measuring dissonance
D) Recording alternatives

---

4. Teacher to student-intern

T: So you're from UCLA; what are you planning to accomplish around here?

****

The student's most appropriate response would be:
A) I'm just here to evaluate how things are going, that's about all.
B) I'm not allowed to reveal my purpose here.
C) Well, let me try to explain how I see my role here.
D) I'm watching a lot of people, writing things, talking to kids and school personnel; a lot of different things, really.

---

5. Client to counselor

CL: In 2 months, I have to give a speech in front of 500 people.

C: If you think positively, I think you can do it.

CL: But I can't even speak in front of the 5 people in our office without stuttering!

****

In this scene the counselor:

A) Is demonstrating directive Rogerian counseling
B) Is demonstrating the use of self-reinforcement
C) Should help the client to set up some sub-goals
D) Is responding appropriately

---

6. Counselor to client

C: What kinds of behaviors would you like to see your son doing more of?

CL: Well.....(fading out)

****

The counselor's statement is an example of:

A) Open questioning
B) Probing
C) Closed questioning
D) Catalyst comment

---

7. Counselor to Mother

C: Ok, so that's what is happening at school. Could you tell me about what is happening at home?

Mother: His screaming gets so bad that I end up yelling back and he stops.

****

The behavior the mother is describing is called:

A) Negative reinforcement
B) Extinction
C) Repression
D) None of above

---

8. Counselor to client

C: I feel we've made some real progress today. Is there anything else you would like to discuss?

(example of good eye contact and posture)

****

What was wrong with the counselor's behavior?

A) Poor eye contact
B) Poor posture
C) Distracting movements
D) None of above

---

9. Counselor to student

C: Ok, so how has Johnny's behavior been?

CL: I think he's really been improving. Here's the data from last week.

(Messes with hair)

****

What behavior did the counselor emit that was inappropriate?

A) Nodding
B) Eye contact
C) Handling hair
D) None of above

---

10. Counselor to client

C: OK, so as I see it you've pretty much narrowed it down to 3 choices. You could go to St. John's Hospital, Oxnard Community or Camarillo.

CL: Yes, that's right.

****

What is the counselor doing here?

A) Role determining
B) Clarifying response
C) Negative reinforcement
D) None of above

---

11. Counselor to student

C: How are your classes coming along?

S: Fine, but I'm still having trouble with math.

C: Still having trouble with math, huh?

****

This scene demonstrates:

A) An inappropriate response
B) Base response
C) All of above
D) None of above

---

12. Student-intern to teacher

Narrator: This is Jane's first encounter with Mr. Clark

Jane: Hi, I'm Jane and I'm going to work with Fred for a while (walks away)

****

Was anything inappropriate here?

A) Poor posture
B) Inadequate introduction
C) Poor eye contact
D) Nothing wrong

---

13. Student to counselor

CL: OK , so when I finally get down to my desired weight, how do I stay there and not lose any more or gain any back?

****

The counselor's most appropriate response would be:

A) Don't worry. Once you're there, you won't have any trouble.
B) There's really no way we can try to insure that.
C) You might gain some back, but don't worry about losing.
D) Let's work out a maintenance program for once you've reached your weight goal.

---

14. Male counselor to female teacher

C: OK, it seems like we've come down to 2 problems we might work on. One is getting out of his seat and the other is tantrums. Which would you like to work on first?

T: I think the tantrums. They are the most disruptive to the class.

C: OK, fine.

****

In this situation:

A) The teacher is responding inappropriately
B) The counselor should be less directive
C) The teacher is agreeing on a goal
D) The counselor was inappropriate because for ethical reasons the counselor should determine all goals

---

15. Teacher to counselor

T: Johnny's main problem is that he is hyperactive

C: What kinds of things does he do when the problem is worst?

T: Well, he gets out of his seat and wanders around the clay area while everyone else is reading.

C: Oh, I see (nods). That helps me a lot in understanding the problem (emphasis)

****

In this scene:

A) The counselor is really getting nowhere
B) The counselor should explore the child's past to discover the real cause of the hyperactive behavior
C) The counselor is shaping the teacher to emit statement regarding behavior
D) The counselor is using a Rogerian technique

---

16. Child to counselor

Child: Today, I got a perfect score on my spelling test

C: Fantastic. That's the second time this month, isn't it? (enthusiastic)

****

Question 16 (cont.)

****

The counselor's response represents:

A) Reflection of feeling
B) Positive reinforcement
C) The counselor is shaping the teacher to emit statement regarding behavior
D) None of above

---

17. Student to adult

S: (Balances book on head, adult ignores). Hey, look at me! Pretty neat, huh? You're not watching. (Finally gives up)

****

This scene demonstrates the principle of:

A) Punishment
B) Negative reinforcement
C) Extinction
D) None of above

---

18. Child (closes book) Whew! Now that that is done, I think I'll take a snack break.

****

This scene demonstrates:

A) Superstitious behavior
B) Modeling
C) Desensitization
D) Self-reinforcement

---

19. Teacher: Hector, the way that you have answered the question really shows that you understand the material. Good work! (enthusiastic)

****

This is an example of:

A) Social reinforcement
B) Desensitization
C) Reciprocal inhibition
D) None of above

---

20. Teacher to class

T: OK, class this is our math assignment for tomorrow. Pages 58-60, problems 1-20. Let's get busy on this to make sure we can correct this for tomorrow.

(Child comes up to board and imitates teacher)

****

This scene demonstrates:

A) Modeling
B) Reciprocal inhibition
C) Superstitious behavior
D) Discriminating behavior

---

21. Counselor to child

C: OK, I think we've narrowed it down to 3 electives for next year--sewing, math, and typing. Let's talk about what you like and dislike about each of those subjects

CH: Well, I like sewing but I really don't know that much about it.....

****

What model is being used here?

A) The non-directive model
B) The decision-making model
C) The exploration model
D) None of above

---

22. Teacher to students

T: OK, this is the assignment we're going to do for tomorrow

CH: Look at that bee up there!

T: Betsy, would you please...(pause) So let's get this assignment in

****

Who are (is) likely to be the reinforcing agent?

A) Teacher
B) Child on left
C) All of above
D) Neither of above

Name_____

Observers_____

Weed Two - Role Play data

	Yes	Needs work
1. Introduction		
2. Statement of role		
3. Ask client for concern		
4. Put in behavioral terms		
5. Choose one behavior		
6. Identify:		
Precedents		
Reincorcing agents		
Consequences		
7. Formulate goal		
8. Reinforcers for child		
9. Explore alternatives		
10. Sum up and make plans to bring back program		
11. Explain baseline		

**Comments of observers:

Good listening behavior--

Open questions--

Clarifying statements--

INITIAL CONTACT SHEET

I. Target Behaviors

1.
2.
3.
4.
5.

II. Chosen Behavior: _____

A) Precedents:

B) Consequences:

C) Reinforcing agents:

III. Behavioral Goal:

IV. Reinforcers:

V. Possible to work in class?

If so, when?

VI. Possible alternatives:

VII. Impressions: